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ABSTRACT

The replication process assists schools of New York State in the implementation of one or more objectives of a nationally or state validated program that would result in the implementation of a more efficient or effective program in those schools. The guide includes a process overview, a reference guide, an adoption guide, a proposal guide, a grant format, needs data, an attempted solutions guide, adopation procedure guide, a proposal guide, a grant format, needs data, an attempted solutions guide, an implementation plan, a local planning guide, a proposal quality guide, a budgeting guide, and helpful hints. (SI)

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So You Want To Write
A Replication
Grant?

# The Replication Grant: A Planner's Guide

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# REPLICATION GRANT WORKSHOP

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I. Welcome and Introduction

II. The Workshop Reference Manual: An Overview

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# THE REPLICATION PROCESS

## Major Goal:

To assist schools of New York State in the implementation of one or more objectives of a nationally or state validated program which would result in the implementation of a more efficient or effective program in those schools.

## Predicated on the Beliefs That:

1. School districts nation-wide experience similar problems/needs.

2. There are "few" problems encountered by schools that have not been successfully addressed in some other location.

3. There is no need to "reinvent the wheel", every time/ instance a problem is encountered.

4. If "model" programs of demonstrated effectiveness in addressing problems can be identified, and information on these programs can be shared, many districts will be able in a "cost efficient" manner to resolve many of their "difficulties".

5. Through "transferring/sharing" success the educational programs/services of all school districts can be improved/enhanced in a manner that would benefit all segments of a school's population.

## Transferring/Sharing Success
## A Process Overview

| Stages | Summary Descriptions |
|---|---|
| /DEVELOPMENT/ (Design of Innovative Programs To Meet Educational Needs) | Using the best research and experience available, programs are developed by practitioners which address identified local and State needs. Developed programs are pilot-tested and refined within the local school setting. Funds to support development typically come from a wide variety of sources. |
| /VALIDATION/ (Federal/State Certification of Quality Based on Demonstrated Effectiveness/Transferability) | The documentation of effectiveness gathered by promising educational programs is vigorously reviewed at the State and/or Federal level through a validation process. Programs of particular promise are awarded validation certification by federal/state agencies. |
| /DEMONSTRATION/ (Dissemination/Diffusion of Model Programs Nationwide) | A district with a validated program conducts awareness for other school districts wishing to adopt the program to satisfy a similar need. Federal programs, disseminated through the National Diffusion Network (NDN), are described in the publication Educational Programs That Work. State validated programs are described in the New York State Programs That Work. |
| /REPLICATION/ (The Adoption/Adaption of Validated Programs) | Staffs in the school adopting a program are trained and implementation technical assistance is provided to help the school install the new program. During the first year, programs are piloted and evaluated to determine effectiveness in addressing/meeting identified need(s). Following the pilot phase, decisions are made on expansion of the program in future years to other grades/levels. |
| /INSTITUTIONALIZATION/ (The Integration of the New Program within the Total School Fabric) | The ultimate goal of the total process is when the innovation/model program is institutionalized. In this manner, the program "loses" its "special status" and becomes an integral component of the district's curriculum/operation. |

## REPORT ON NEW YORK STATE TRANSFERRING SUCCESS [1]

### Background

School districts in New York State are faced with increasing priorities and problems. Whether it's responding to new mandates under the Regents Action Plan, implementing new competency tests, developing new and improved curricula, conducting staff development, or generally addressing local educational needs through program improvement, schools and educators all have to overcome a common resistance to change. Change is frightening! Change asks people to do things differently and implies that things will be better for having changed.

The Transferring Success Process helps educational agencies deal with change by providing a cost-effective, efficient and practical way to improve programs through the adoption of State and nationally validated programs. And Transferring Success does this while helping districts deal with the change process. Both a New York State and a federally funded study agree on the following Transferring Success attributes:

1. Cost-Effective. Change costs money, particularly when districts seek to improve programs. Transferring success allows districts to adopt programs costing in excess of $250,000 to develop, for less than $5,000. Transferring Success is cost-effective and, therefore, overcomes one of the greatest obstacles to change in a school, particularly in terms of program and staff improvement: financial support.

2. Quality Control. When people engage in change, they are constantly concerned about whether the change will be an improvement. Transferring Success ensures that each program has documented evidence of success through a process called Validation. District needs are matched with programs which are rigorously evaluated by either New York State or the Federal Department of Education. Panels of experts are employed to conduct the evaluation, considering hard data, in terms of student achievement, instructional strategies and the transferability of the program.

3. Programs Available Immediately. Over 500 educational programs have been validated. Schools are encouraged to select from among these programs those that meet local educational needs. Thus, districts are fully aware of not only their need for a program change, but of the program itself which they will be installing, and the results they can expect.

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1 This background paper was cooperatively developed in 1984 by the S.E.D. Office of Federal Demonstration Programs and the MAGI Corporation.

4. Time Needed to Change. Transferring Success helps a district to implement the change process immediately. Programs are already certified and available; trainers can begin working as soon as a decision is made that a district needs and wants a particular program. There is no lag between deciding which program best meets a district's needs and receiving training to begin implementing it.

5. Effective Training. Transferring Success programs are developed by local practitioners. School districts adopting programs can be assured that their teachers and administrators will respond to the training because it is done by teachers and administrators from the district that developed the program or by turnkeys certified by the program developers.

6. Technical Assistance. Both trainers of validated programs and the State Facilitator use strategies based on research and experience to help districts with the implementation process. This not only makes change easier by setting forth a blueprint of how a district might go about adopting a validated program, but it makes the whole process less threatening by showing how others have done it successfully.

7. Evaluation. The change process is further eased through two kinds of evaluation:

   a. An ongoing assessment is made of how well districts are implementing the program. This activity helps districts see how well they are accomplishing the procedures and activities related to change.

   b. At the end of the adoption process, the demonstration program assesses whether or not the target group(s) have achieved at or above the level of those in the target group(s) of the original developer project. In this way, a local district can be sure that not only is the program in place, but that students and/or teachers are doing a better job because of that program.

State and Federal Studies of Transferring Success

Transferring Success works! Both a New York State and a federally funded national research study agree on the following:

1. Approximately 75 percent of adopting schools have had success in establishing the program. When one considers the complete change process inherent in adopting a program, this is a very good rate of success. Basically, this means that three out of four districts that adopt a program actually make it part of their ongoing curriculum.

2. Changes in test gains of adopted program target groups are similar to those of the Developer project in 75 percent of the cases. If a district properly installs a validated program, they can be relatively certain that the students being treated by that program will achieve gains similar to

those achieved by the target group of the school district that developed the project.

3. The adoption process engages schools in a change process which is transferable to other areas. When a school learns how to plan for and implement change under Transferring Success, this process can be used effectively to help them make changes in other areas of their school.

4. School districts can improve programs and student test scores with relatively little money: in some cases, with as little as two percent of the original cost to develop the project.

5. Technical assistance provided by the demonstration program and the State Facilitator contribute to a successful adoption. A Guide to Replicating Validated Programs is provided to each district to be used as a blueprint for change. In addition, personal assistance is made available by both the State Facilitator and the Demonstration trainer to help districts plan for change through the adoption process, and to avoid making costly and time consuming mistakes as they move ahead.

6. Schools adopting programs receive the advantage of program research and outside assistance without "re-inventing the wheel."

New York's Record

New York State has led the nation in numbers of schools adopting nationally validated programs. For instance, the following adoption data has been confirmed for New York State for 1983-84 alone:

1. 722 public school buildings adopted one or more of 44 separate NDN programs;

2. 50 nonpublic buildings adopted NDN programs;

3. 3,797 classrooms were involved in adoptions;

4. 4,266 teachers were trained;

5. 348 administrators were trained;

6. 92,586 students were involved in the program.

There seems little doubt, based on the above statistics, that local school districts continue to turn to Transferring Success as a meaningful way to bring about change and program improvement in a manner that is both cost effective and programmatically meaningful.

# VALIDATED PROGRAM REFERENCE GUIDES

- Each year the United States Office of Education National Dissemination Study Group and the New York State Education Department Office of Federal Demonstration Programs publishes a reference guide catalog describing the wide-range of federal/state validated programs that may be replicated.

- These publications are entitled:

  1. Educational Programs That Work (Federal Reference Guide).

  2. New York State Educational Programs That Work (State Reference Guide).

- "Only" programs listed in these two source books may be replicated.

- Summaries in the reference guides outline such aspects as:

  1. Program Descriptions (intent/components/special features).

  2. Intended Audience (grade levels/student populations/ special needs groups, applicable).

  3. Implementation Requirements (target training group/ training duration/unique implementation provisions/special considerations, etc.).

  4. Evidence of Effectiveness (Summary information on statistical/educational significance certified through the validation process).

  5. Services Available (A description of the services/resources available from the Developer District, including such elements as awareness/training materials, provisions for on-site training, visitation to D/D locale, resources available, etc.).

  6. Costs (Approximate costs to the district in replicating the program).

  7. Contact Information (Contact information on the Developer/ Demonstrator including name, address and telephone number).

- These guides serve as invaluable references for determining the applicability of a program to meet district defined needs.

# Educational Programs That Work

## Edition 13
## 1987

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national diffusion network

**A Collection of Proven Exemplary Educational Programs and Practices**

**SAGE—A program designed to develop higher level thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for gifted and talented elementary students.**

**Audience** Approved by JDRP for academically/intellectually gifted and talented students grades 1-5.

**Description** The objectives of the program are to develop higher order and critical thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for academically/intellectually gifted and talented elementary school students. The regular school curriculum is extended based on a three-fold model incorporating thinking skill development, mini-study units and independent study. Activities presented in the thinking skills development portion of the curriculum stimulate and challenge students to think and to perform at higher levels of thinking; assist in the development of critical, inductive, deductive, and creative thinking skills; and present specific instruction in areas of information gathering, organizing and using resource materials. Mini-study units, extensions of the basic curriculum, are interdisciplinary in nature, and incorporate thinking skill activities in broad topic areas. The third segment of the SAGE core curriculum is independent study, which allows students to extend and to enrich their knowledge of interest/content areas. A mentorship program, utilizing experts in the areas of student interest, is an outgrowth of independent study.

The Sage materials are adaptable to a variety of program designs. Guidelines are provided for schools in the initial program development stages. Schools which already have established a gifted/talented program may use the materials to enhance their current program. The Sage Tri-Fold Curriculum can be easily implemented in one of three instructional models or a combination of the field-tested models: separate classroom, resource room, consultant teacher. Classroom teachers can be trained to implement Sage for the Academically/intellectually gifted students in the regular classroom.

Students participating in the program performed at significantly ($p < .05$) higher levels in higher order thinking skills, when compared to a non-participating comparison group, as measured by either the Ross Test of Higher Cognitive Processes (grades 4 and 5) or the Test of Cognitive Skills (grades 1-3). Similar gains were achieved on the Comprehensive Tests of Basic Skills, Form U and the Cornell Critical Thinking Test, Level X.

**Requirements** The Sage Tri-Fold Curriculum is a process for teaching higher level thinking skills. Therefore, a two-day training orkshop is recommended. An administrative planning time is needed in addition to the teacher training days. It is preferable to do training in two consecutive days, but it can be done with one initial training day with a follow-up after some of the Sage process has been implemented. A training manual is necessary. Training is conducted at the project site or adopter site. Costs for all services available to be negotiated.

**Services** Awareness materials are available at no cost. Project staff are available for awareness, training and follow-up. Implementation, evaluation, and follow-up services are available. Visitors are welcome to the project site by appointment.

**Contact** ***Sandra Cymerman, Disseminator; or Diane Modest, Director; Project SAGE; Barbieri School, Framingham Public Schools; Dudley Road; Framingham, MA 01701. (617) 626-9190 or 626-9188.***

Developmental Funding: ESEA Title IV-C

JDRP No. 83-43 (5/27/83)

↓ Name of Program

A. [ **BOOKS AND BEYOND: A program that improves the reading skills of students by motivating them to read more and watch less TV.** ]

B. [Audience] Approved by [IDRP] for students in grades K-8

Validated for K-8

C. [**Description**] BOOKS & BEYOND is a program designed to increase students' recreational reading and decrease indiscriminate TV viewing. Through success oriented reading incentive strategies, this highly motivating program produces positive long-lasting behavioral changes in students with regard to recreational reading. Success for each individual student s assured because the program is self-paced and allows for individual differences. Through parent education and student self-monitoring techniques, project participants become more aware of their TV viewing habits and learn to become more discriminate TV viewers.

→ Participants in the Books & Beyond Program demonstrated [significant gains] [in reading achievement] when compared with a control group study as measured by the CTBS Reading Test.

↑

D. Evidence of Demonstrated Effectiveness

(E) ½ Day Training — Resources Necessary

[**Requirements**] [A one-half day training session] and the Books & Beyond manuals [are necessary for] successful adoption. The manuals include graphic designs for bulletin boards, reproducible forms for student and teacher materials, parent newsletters, instructions for implementation, student awards, ideas for adaptations and helpful hints. The training topics include: project history, description of need, recreational reading strategies, cost, evaluation, activities to develop discriminate TV viewing and stimulate recreational reading.

(F) [**Services**] Awareness materials are available at no cost. 18 minute awareness video tape available for $10.00. Visitors are welcome at the project site by appointment. Project staff are available for awareness meetings (cost to be negotiated). Full awareness and evaluation packet available—$2.00.

(G) ↓ Developer/Demonstrator Contact Info.

[**Contact** ***Ellie Topolovac, Project Director, Solana Beach School District, 309 North Rios Street, Solana Beach, CA 92075; (619) 755-6319; Ann Collins, Coordinator (619) 755-6319.***]

(H) Validated by JDRP in May

[IDRP No. 84-8 3/20/84]

(I) Developmental Funding: ESEA Title IV-C

(J) G-4 ← for Consistency

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## THE REPLICATION GRANT

PURPOSE: Transferring Success (Sharing Success)

Competitive grants for the purpose of providing "start-up" costs (seed monies) for districts to either adopt to adapt model programs:

A. NDN Exemplary Projects* (JDRP federally validated demonstration programs)

B. New York State Validated Programs*

THE REPLICATION PROCESS ENTAILS:

- Needs Assessment
- Initial Awareness
- Matching Local Needs with Model Programs (Needs Match)
- In-depth Awareness
- Proposal Planning/Development (Participative Effort)
- Consultation/Agreement with Developer/Demonstrator and/or Turnkey Trainer
- Proposal Writing/Submission
- Grant Approval (Competitive Round)
- Selection/Training of Core Staff
- Pilot Program Implementation (One Year)
- Evaluation of Pilot Effort
- Decision to Continue Program Implementation (Expansion)

* Federal and State validated programs that may be replicated are listed in the two annual reference catalogs (NDN Programs that Work or New York State Educational Programs That Work)

## REPLICATION GRANT

DEADLINE: Specified in Grant RFP (Firm Date)

FUNDING PERIOD: 1 Year (July 1, 1988-June 30, 1989)

NOTE: Funds may not be expended or encumbered before or after these dates.

RANGE*:

| | |
|---|---|
| Big Five Cities: | Maximum $8,000 |
| Single District (Rest of State) | Maximum $6,000 |
| Multi-District (Consortia) | Maximum $10,000 (Up to $6,000 for first district plus up to $1,000 for each additional district) |

AVAILABLE FUNDS*: To Be Announced (TBA)

"START-UP" COSTS MAY INCLUDE:

a. Trainer fees (Developer/Demonstrator or Turnkey Trainer)

b. Salaries/Stipends for staff training

c. Substitute per diems

d. Employee (Fringe) benefits

e. Travel costs associated with training

f. Resources and Instructional Materials (limited to no more than 40% of grant award)

g. Coordination charges, if consortia grant

DOES NOT INCLUDE:

a. Clerical costs

b. Administrative costs

c. Staff positions

d. Rental of equipment or facilities

e. Renovation

---

* Estimates on funds available based on RFPs for 1987-88 School Year. These figures may be revised (upwards/downwards) as defined in the new RFP for 1988-89.

## PREPARATION FOR ADOPTION
(Pre-Grant Activities)

A. /DEFINE PROBLEM/ (Needs Assessment)

B. /SURVEY SOLUTIONS/ (NDN/New York State Programs That Work)

C. /IDENTIFY VALIDATED PROGRAM TO RESOLVE LOCAL NEEDS/

D. /GAIN HEIGHTENED AWARENESS OF INNOVATION/ (Foster Participative Involvement for Ownership)

1. Printed Awareness Materials and Informational Brochures
2. Attendance at Awareness Workshops/Conferences
3. Contacts and Consultation with Developer/Demonstrator (D/D)
4. Visitations to D/D or Replication Sites

E. /DETERMINE NEEDS MATCH/ (Program Applicability and Adoption Feasibility)

1. Does the program solution correlate with district needs?
2. Does the district have the willingness and capability to support the program during the initial pilot and beyond?
3. Is there a willingness/desire on the part of teachers/administrators to sustain replication?

F. /DECISION ON REPLICATION: "GO OR NO-GO"/

G. /PLAN FOR PILOT REPLICATION/

1. Determine principal actors/schools/grade level/students for pilot.
2. Assess resource needs.
3. Decide on which program elements to adopted/adapted.
4. Determine allied costs (e.g.: training, resources, pilot implementation, etc.).
5. Involve personnel affected in planning stages.
6. Determine budget and funding sources (e.g.: local, state, federal, etc.).
7. Design projected training schedule/time table.

H. /NEGOTIATE FOR DEMONSTRATOR SERVICES/

1. Discuss planning progress and gain D/D and/or Turnkey support.
2. Discuss D/D costs and service responsibilities.
3. Tentatively agree on training dates/schedule, site and makeup/number of staff to be trained.
4. Determine what resources (materials and equipment) are needed for training and pilot.
5. Enter into a Memorandum of Understanding with D/D or Turnkey.

I. /DEVELOP/WRITE/SUBMIT REPLICATION PROPOSAL/



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## Some "Key" Considerations for Funding

(As Described In the RFP)

1. Public school districts and BOCES are eligible to apply for replication grants either individually or in a consortia.

2. Nonpublic schools are "not" eligible to receive funds, but "may" participate in program adoptions with public school districts.

3. The major goal of the replication grant is to assist schools in the implementation of one or more objectives of a nationally or state validated program.

4. Districts are urged to involve a wide range of people in planning for adoption of a program.

5. Funding approval is based, in part, on how well a district:

   a. Systematically identifies current local needs.

   b. Convincingly demonstrates that the district's needs are related to the validated program's goals and objectives.

   c. Demonstrates a working relationship with the D/D or turnkey in the planning stages of the proposal.

   d. Demonstrates local funding support for activities undertaken prior to grant submission, which are indicative of a high degree of commitment to the replication process. Such activities might include: attendance at awareness functions, purchase of explanatory materials/resources from the D/D, visitations to D/D or turnkey sites, documented released time for staff to engage in planning/writing of the proposal, etc.

6. Applications will receive higher award ratings, if:

   a. The adoption is pilot tested in classrooms during the 1988-89 school year.

   b. Addresses "all" target groups and grade levels that were validated for the innovative program by the JDRP or State.

   c. Involves "several" classrooms, as opposed to a "single" classroom, in the pilot stages of replication.

   d. The pilot project includes schools that have been identified in the district's Comprehensive Assessment Report (CAR) as in "need" of assistance.

## Some Cautionary Notes:

1. Objectives may not be replicated for grade levels or content areas not included in the validation of the exemplary program.

2. In consortia applications, a single application may be submitted by the partner serving as fiscal L.E.A. The grant, however, must include separate need sections for "each" of the partners in the joint project.

3. Consideration will be given by the state in funding replication grants, to "geographic spread" of project awards.

## MAJOR FUNDING CONSIDERATIONS

### In-Depth Planning and Evidence of Local Commitment

/NOTE/: The State Education Department attributes great importance to both the above aspects and is more favorably disposed to applications that reflect a district's concerted effort to meet these dual requirements.

### SOME REQUISITES FOR THE PLANNING PROCESS

- Should be participative and reflect involvement of a variety of publics.
- Such involvement enables a district to ascertain varied perspectives/perceptions as they relate to the innovation.
- True and meaningful involvement promotes "ownership" and diminishes "onus-ship".
- Should involve a planning committee which includes representatives of those effected by program implementation.
- Should be long-range.
- Should demonstrate that viable alternatives/options were considered.
- Should show a clear "match" between the local needs identified and the solutions proposed between the applicant district and the Developer/Demonstrator or Turnkey by the model program.

### SOME EVIDENCE OF LOCAL COMMITMENT

1. Expenditure of local monies prior to grant application, for:
   - A. Project awareness materials and informational brochures.
   - B. Attendance at awareness workshops.
   - C. Attendance at training sessions.
   - D. Released time for district staffs to engage in long-range planning.
2. Appointment of "Key Contact" person.
3. Administrative/faculty support.
4. Board Resolution.
5. Completed Memorandum of Understanding with the D/D.
6. Prior contact/consultations with the D/D, Regional Planning Facilitator and/or Turnkey.
7. Visitations to D/D or adopter sites.

## /THE R.F.P./

The Request For Proposal

IS

The Essential KEY To Writing "Winning" Proposals

REMEMBER

1. RFPs constitute the guidelines for all grant/proposals.
2. Responding directly to the RFP is ESSENTIAL for funding success!
3. The RFP answers such questions as:

   A. /WHO/ is eligible to apply (Individuals and/or Agencies)

   B. /WHAT/:

      1. What is the required format for the proposal?
      2. What questions must be addressed/answered on the application?
      3. What is the purpose of the funding award?
      4. What is expected of grant award winners?
      5. What types of activities and resources are eligible to be supported by grant funds?
      6. What steps must be taken to help insure funding (e.g.: preplanning, piloting, implementing, etc.)?
      7. What "special" considerations related to the specific grant enhance fundability?

   C. /WHEN/:

      1. When is the final date for grant submission?
      2. When may the program begin/end?

   D. /WHERE/:

      1. Where must grant applications be submitted?

E. /HOW/:

1. How much total funding is available?

2. How much money can a single applicant or a consortia of applicants receive?

3. How many copies are necessary?

4. The RFP forms the basis for the Grant Award Rating Scale.

5. "Every" word in the RFP is relevant to proposal success.

6. It is imperative that the RFP be carefully analyzed.

In this respect, /FOLLOW THE 3 "R's"/:

I. Read "every" word!

II. Respond to "every" question!

III. Remember that ultimately decisions on funding awards are predicated on the grant writer's adherence and responsiveness to all aspects of the RFP

Failure to analyze the RFP carefully is often the "root" cause for grant rejection.

# STATE-FUNDED TRANSFERRING SUCCESS COMPETITIVE GRANT PROGRAM FOR REPLICATION

## REQUEST FOR PROPOSAL

## RFP #1-87: REPLICATION OF A STATE OR NATIONALLY VALIDATED PROGRAM

This is a Request for Proposal (RFP) for the adoption of validated New York State Developer/Demonstrator (D/D) programs, and National Diffusion Network (NDN) programs through the use of State funds. This competitive grant RFP is separate from and in addition to the local assistance funds from ECIA Chapter 2, EESA Title II and federal competitive funds from EESA Title II.

This RFP is issued based on an anticipated appropriation for 1987-88. No grant awards will be made until funds are received by the State Education Department (SED) from the Division of the Budget. The number of grants awarded will be contingent upon the amount of funds received by SED and the quality of the proposals submitted.

The description which follows should be reviewed carefully before deciding to submit a proposal in this area. If you have any questions about submitting a proposal to replicate a Developer/Demonstrator program, contact the New York State Education Department, Office of Federal Demonstration Programs, Room 860 EBA, Albany, New York 12234, telephone: (518) 474-2380.

### Eligible Applicants

Public school districts and Boards of Cooperative Educational Services (BOCES) are eligible to apply for New York State Transferring Success replication grants. Nonpublic schools are not eligible to receive grants but may participate in program adoptions by public school districts.

Estimated Total Funds Available: $250,000 - $300,000

| Grant Type | Grant Range | Allocation Range |
|---|---|---|
| Single district | Up to $6,000 for all but Big Five cities; up to $8,000 for Big Five cities | Up to $150,000 |
| Multi-district | Up to $6,000 plus up to $1,000 for each additional district to a maximum of $10,000 | Up to $150,000 |

## FORMAT OF THE REPLICATION GRANT*

### Components

| | | Rating Value* |
|---|---|---|
| I. | General Project Information | 0 |
| II. | District/School Participation Information | 0 |
| III. | Project Description (Narrative) | 0 |
| | 1. Preparation for Adoption Section | |
| | 2. Proposal Narrative Section | |
| | 2.1 Objectives | 8 % |
| | 2.2 Needs Data | 27 % |
| | 2.3 Attempted Solutions | 5 % |
| | 2.4 Implementation Plan | 35 % |
| | 2.5 Local Planning | 15 % |
| | 2.6 Cost Sharing | 5 % |
| | - Overall Quality Rating | 5 % |
| | - Appendices | 0 % |
| | a. Board Resolution | |
| | b. Supporting Documents | |
| | c. Memorandum of Understandings | |
| | - FA-10 Budget | 0 % |
| | TOTAL | 100 % |

* Format and rating scale values based on the 1987-88 funding round. Both these aspects are subject to revision predicated on the 1988-89 R.F.P.

## THE COMPETITIVE GRANT APPLICATION FORM
(TSP-1 through TSP-4)

1. Read the entire text of the application prior to the actual writing of the proposal.

2. Review each section carefully noting both the:

   A. Format

   B. Information Requested/Required

3. Take into account the components to be responded to and make sure that you address all these components in your planning.

4. Compare the application questions to the specifications and guidelines specified in detail in the Request for Proposal (RFP).

5. In the writing of the application, make sure "every" question is completed. Do not omit any section!

6. In reviewing the narrative description requirements, note the percent weighing for each section. This provides a clue to the relative importance that the funding agency attributes to each component. Make sure that your narrative treatment gives "proportional weight" in your responses to each of the required sections.

   For example, a less than adequate treatment of the "Needs Data Section 2.2" may result in a loss of up to 27 percent ranking points; while an exhaustive treatment of the "Cost Sharing Section 2.6" would be worth at the most five percent ranking points.

7. The dollar amount requested in the grant and indicated in the Question 5 box should equal the amount of money specified in the FA-10 Budget under the Grant Total Summary category.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of ESC Education Planning and Support Services
Office of Federal Demonstration Programs
Albany, New York 12234

| SED Use Only |
|---|
| Log-in No. |
| Project No. |

# STATE FUNDED TRANSFERRING SUCCESS PROGRAM

## COMPETITIVE GRANT FOR REPLICATION

1987-88 Competitive Grant Application

**Section I - General Project Information**

1. PROGRAM TITLE: Replication of Fundamental Approaches in Science Teaching (FAST 3)

2.

APPLICANT DISTRICT

District or BOCES Code: 0 5 9 0 0 0 0 0 0 0 0 0

District or BOCES Name: Cayuga-Onondaga BOCES

Address: 234 South Street Road, Auburn, NY 13021

Name of Superintendent: Dr. Frank Ambrosie

| | Public | Nonpublic |
|---|---|---|
| 3. Number of buildings in pilot test: | 4 | 1 |
| 4. Number of Comprehensive Assessment Report (CAR) identified buildings in pilot test: | 0 | 0 |

5. Indicate the amount of money being requested with this application. (This should equal the total amount in the FA-10, including indirect costs): $ 6,572.00 (Whole Dollars)

6. Type Of Replication Grant Request: (Check one only)

Single District ☐

Multi-District Consortium ☒

## Section II - District/School Participation Information

1. School District/Building Name: Cato-Meridian Central School

   Address: P.O. Box 100

   Cato, NY 13033
   ZIP CODE

   CONTACT PERSON

2. Name: (A) Thomas J. Manko (B) Yvonne Warrick

   Title: (A) Middle School Principal Telephone: 315 | 626-2121
   (area code) (number)

   (B) Gifted and Talented Teacher

3. Planned Participation Between 7/1/87 and 6/30/88:

| | |
|---|---|
| *Number of teachers to be trained | 19 |
| *Number of other professional staff to be trained | 3 |
| Number of students in pilot test | 341 |
| Number of classrooms in pilot test | 19 |
| Grade levels in pilot test | K-6 |

4. If this district, public school or nonpublic school has previously adopted this program at any grade level, indicate the school year in which staff training was done. N/A
   Year

5. Is this building identified by the CAR as in need of assistance? ☐ Yes ☒ No

* The numbers entered for these items should reflect number to be trained regardless of whether stipends are included in the budget. (NOTE: NO STIPENDS OR SUBSTITUTE COSTS ARE ALLOWABLE FOR NONPUBLIC SCHOOL PERSONNEL.).

## Section III - Project Description

1. Preparation for Adoption

Each of the items below is related to planning for the adoption of an exemplary program. Please respond to each item.

a. Indicate the name of the contact person from the Developer/Demonstrator (D/D) who provided the detailed information relative to the replication:
Cayuga-Onondaga Teacher Resource and Computer Training Center

Name: Robert Molinaro

Affiliation: D/D Certified Turnkey, Director, Talents Unlimited
Auburn, NY 13021

b. Indicate which months (or dates) have been tentatively scheduled with the D/D for training ..... 9/87-1/88 * (Month/Dates)

c. Indicate the number of days required for training:

Initial training..... 4

Follow-up training or technical assistance..... 3

d. Indicate the site where the initial training will take place:

D/D Site: Cayuga-Onondaga Teacher Resource and Computer Training Center
Auburn, NY 13021

e. List the materials to be secured from the D/D (if none, so indicate):
The resources to be purchased correspond to those specified by the D/D and include: TU awareness booklets, evaluation handbooks, TU Criterion reference test, Talents Unlimited Training Packet Sets, Ancillary training sets, Mini Tap Lesson Plan book, Talents case study, Multiple TU Tap Library, TU Rationale Review and Home Activities Booklet.

f. List the materials to be secured from commercial sources (if none, so indicate):

Discussion with D/D resulted in recommendation to purchase additional materials to supplement resources specified above. These resources include materials to build Tap lessons, manipulatives, and general supplies needed to develop individual classroom TU learning centers.

g. List the equipment necessary to implement this replication even though it is not being purchased from grant funds (if none, so indicate):

No additional equipment is necessary for this adaptation. Our district, however, will provide hardware needed to produce and construct TU related materials (e.g.: laminates, TAPS, TU lessons, etc.).

* See following sheet

# PROJECT NARRATIVE DESCRIPTION

## OBJECTIVES
## (8 Percent)

R.F.P.:

State the objective(s) which you are replicating. The statements may reflect local constraints or adaptations as long as the objective the D/D had validated is clearly indicated. The objectives should be stated in measurable terms.

GUIDELINES/SUGGESTIONS:

- Do not use generic goal statements as objectives.
- State the objectives in measureable behavioral terms .
- Behavioral objectives are comprised of five elements:
  - A. WHO - Person(s) or object(s) to be changed.
  - B. WHAT - Description of change.
  - C. HOW - Description of program causing change (e.g.: the validated program).
  - D. WHEN - Date by which change will be accomplished.
  - E. SUCCESS CRITERION - The criteria used in judging whether the change was achieved effectively.
- The objective(s) specified should mirror (correspond to) the objectives of of the validated program.
- If adaptations are made, there should be a concensus agreement with the D/D.

## BEHAVIORAL OBJECTIVE

| | |
|---|---|
| A. Person(s) or object(s) to be changed.<br><br>**WHO** | A. Target students in Grades K-6 in the Public School. |
| B. Description of change.<br><br>**WHAT** | B. Will demonstrate a mean growth of 1.4 years in total Reading. |
| C. Description of program causing change (e.g.: the validated program)<br><br>**HOW** | C. As a result of the replication of the Examplary Center for Reading Instruction (ECRI) program. |
| D. Date by which change<br><br>**WHEN** | D. By June 30, 1989. |
| E. Criteria used to judge success.<br><br>**SUCCESS CRITERION** | E. As measured by a pre-post comparison of reading scores of the Reading sub-test of the Stanford Achievement Test Battery. |

EXAMPLE: BEHAVIORAL OBJECTIVE

## PROJECT NARRATIVE DESCRIPTION

### 2.1 Objectives

The terminal performance objective stated below corresponds to the specifications of the Demonstrator/Developer (D/D), Mr. Robert Molinaro, Director, Talents Unlimited, Cayuga-Onondaga Teacher Resource and Computer Training Center. It is our intent to adopt this objective without making any adaptations.

#### Performance Objective

By June 30, 1988, target students in grades K--6, in Talents Unlimited pilot classrooms, will demonstrate significant gains (<.05 level of confidence), as a result of participating in the Talents Unlimited Model, as demonstrated by a comparison of pre/post test scores, on the Productive Thinking Sub-test of the D/D developed Multiple Talents Unlimited Criterion Referenced Test Battery.*

---

* This objective was certified by the Joint Dissemination Review Panel (JDRP), Office of Education, at the time of Talents Unlimited Model's national validation on June 6, 1974.

# NEEDS DATA
## (27 Percent)

**R.F.P.:**

Identify the need this program will address. Provide data which relate to the number of students in the target group who are considered to be in need and the percentage these students comprise of their grades (use figures only from the buildings in which the project will be implemented this year). Describe the procedures used to collect data relating to the needs of these students. In addition, provide some indication of the severity (or degree) of need of the target group, by indicating a standard criterion for judging this severity of need. The needs data must relate specifically to the content area of the program being replicated. Needs data which are unrelated to the areas addressed by the validated will be given low ratings. Variables unrelated to those variables used by the D/D and criteria which do not show comparable need to that of the D/D will be given low ratings.

Needs are defined as the difference between the "current level of performance" and the "minimally acceptable level of performance." The minimally acceptable level provides the basis for establishing long-range program goals. The current level of performance should be reported as baseline data which will be used for comparisons after the program has been implemented.

Data obtained from the Comprehensive Assessment Report (CAR) which support the need for a particular program may be presented here. Please note that applications which indicate that one or more CAR identified schools will be target schools participating in the program this year will receive priority in funding.

Multi-district consortium applications must display the needs data for each participating district, along with the processes for identifying needs and the name of the contact person in each school.

**GUIDELINES/SUGGESTIONS:**

- Needs are defined as the gap that exists between "what is" (Present State) and "what you want to be" (Desired State) or as the difference between the "current level" of performance and the "minimally acceptable level of performance".
- Needs data should be based on "hard" verifiable data (quantifiable) and should be documented with "concrete" evidence on the "degree" of need.
- Needs that are stated in "soft" subjective perceptual terms are not viewed as "convincing" evidence of a problem and usually result in lower ratings.
- The needs data presented should coincide/be related to the needs addressed by validated program.
- Specify the number and percent of students in the replicating school that is viewed as "in need". Such information provides readers with a "yardstick" for judging the "severity" of the need.
- Describe the actual procedures used in defining "needs" (e.g.: instruments, tests and/or techniques utilized).

- In consortium grants, "needs" must be stated individually for "each" partner in the consortia proposal. Also, the techniques for assessing needs and the key contact persons.

- Use CAR statistics, if appicable to support the severity of need. Priority is given by the funding agency to CAR identified schools.

## DISTRICT TEST RESULT PATTERNS

### 1. New York State PEP Test Results 1981-1984

The following chart demonstrates the negative trend of our students' achievement in the areas of writing, which is tested at grade 5 and reading which is tested at grades 3 and 6.

| | | READING | | | WRITING | |
|---|---|---|---|---|---|---|
| SCHOOL YEARS | GRADE LEVEL | # OF STUDENTS TESTED | # OF STUDENTS PASSING | # OF STUDENTS FAILING | % PASSING | % FAILING |
| 1981 | 3 | 88 | 88 | 12 | | |
| 1982 | 3 | 90 | 87 | 13 | | |
| 1983 | 3 | 89 | 86 | 14 | | |
| 1984 | 3 | 87 | 87 | 13 | | |
| 1981 | 6 | 97 | 73 | 27 | | |
| 1982 | 6 | 90 | 77 | 23 | | |
| 1983 | 6 | 109 | 77 | 23 | | |
| 1984 | 6 | 106 | 76 | 24 | | |
| 1983 | 5 | 105 | | | 78 | 22 |
| 1984 | 5 | 89 | | | 60 | 40 |

Reference to this chart indicates a steady rate of decrease between the grade 3 and grade 6 scores. This is evident by comparing the 1984 scores of the grade 6 students with the scores they achieved as grade 3 students in 1981.

In the area of writing, the chart indicates a significant increase in the failure rate from 1983-84.

While these negative trends might be attributed to the ability levels of the students being tested for the respective year of reference, our staff feels a concrete program such as Project WR.I.T. &E. will do much to enhance the achievement levels of our students.

### 2. PSEN/CHAPTER I STUDENTS

| SCHOOL YEAR | # STUDENTS IN GRADES 1-6 | # STUDENTS IN REMEDIATION FOR READING OR WRITING | % STUDENTS RECEIVING REMEDIATION |
|---|---|---|---|
| 1983 | 672 | 84 | 13 |
| 1984 | 661 | 92 | 14 |

The increase in the number of students needing remediation in 1984 indicates a need for a more structured writing program. The School District Writing Team has studied Project WR.I.T. &E. and feels it provides the ideal vehicle to address the needs of our students. It has the scope and sequence curriculum to accompany the "writing process approach" for enhancing our students' writing competency. (See 2.5 Local Planning)

## ATTEMPTED SOLUTIONS
## (5 Percent)

**R.F.P.:**

Briefly describe any past and/or current efforts to alleviate the needs stated above and the degree of success of these efforts. Indicate whether this type of program will be a new program, a replacement program, or a program which provides a supplement to an existing program within the district.

**GUIDELINES/SUGGESTIONS:**

- The funding agency looks favorably upon schools that have attempted to solve the identified problem/need in the past. Document these attempts.

- Describe why past efforts in needs resolution did not work.

- Discuss why you feel the program to be replicated will have a greater "degree of success" in bringing about the desired change.

- Indicate whether the program to be validated is a:

  New (i.e.: one that has never been adopted in the district within any building(s) or at any grade spans).

  Replacement Program (i.e.: one that will take the place of a program currently operational in the school).

  Supplementary Program (i.e.: one that will supplement current programs being used with distinct segments of the school population).

2.3 Attempted Solutions

As discussed in detail in section 2.5 (Local Planning), the District has engaged in a number of activities to resolve many of the needs identified in section 2.2 (Needs). Referring to these sections will provide the reader with an extended discussion of these earlier attempts. The section below summarizes the scope of past efforts to address the needs of Health Education in the Central School District and the degree of success of these efforts.

1) Prior to June of 1976, the Central School District employed four School Nurse-Teachers (one at each building) whose function, in addition to providing nursing and first aid services, was to provide a minimum amount of Health Education directly to students. Certified Health Educators were also employed at grades 7 through 12, who saw students in a regularly scheduled classes. Due to budgetary pressures, the School Nurse-Teachers were replaced in June of 1976 by School Nurses. School Nurses must be registered nurses, but are not certified educators, and are prohibited by law from providing direct educational services to students. The result of this change was the virtual elimination of Health Education in the District's Elementary grades. While one would assume that the Elementary teachers would fill this instructional gap, their lack of background and training in Health Education mitigated against them functioning in this role. In addition, there was no written K-6 curriculum for them to use as a guide. These problems were not as pronounced at the secondary level due to the existance of Certified Health Educators who had been providing a greater and greater proportion of the student's Health Education at those levels.

2) To remedy the deficits at the Elementary level, the two Elementary Principals proposed that the District embark on a Health Education Curriculum Development project for the Elementary grades. In April of 1980, they proposed to the Board of Education that a team of teachers work during the summer of 1980 to translate the SED's new Health Syllabi in Tobacco Education, Drug Education and Alcohol Education into a "sequential health education program for all pupils grades K-6" (See Appendix 5). The proposed plan was accepted, and a curriculum was developed that summer. Teachers were introduced to it in September, and were asked to integrate the lessons into their daily schedules throughout the school year.

There were, however, drawbacks to this approach. The new curriculum was extremely limited in scope, in that it addressed only one health strand; substance abuse. To add to this deficit, the staff received no in-service training and were provided with minimal resources. During the years that this program operated, very little monitoring was done on its actual implementation, with the end result being that over the years, as teachers changed grade levels and new staff was hired, the program gradually eroded. As discussed in the Local Planning Section (Section 2.5, activity 1, p. 23), "...Health Education in the elementary schools tended to be of a sporadic and ad hoc nature. Teachers in individual classrooms were essentially



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# IMPLEMENTATION PLAN
## (35 Percent)

R.F.P.:

Describe the sequence of activities which will be undertaken to implement this program between July 1, 1987 and June 30, 1988. Include scheduling, training, ordering materials, pretesting students (if appropriate), pilot-testing new curricula, post-testing students, performing data analysis, and preparing the final report. Dates for completing these activities should also be provided.

Indicate how the building principals will monitor and supervise the project activities in their respective buildings. Identify the number of staff to be trained, and indicate their teaching (or other) assignments (e.g.: by grade level or content area).

This section should also describe the evaluation plan including the names of the instruments to be used. These instruments must be comparable to those used by the Demonstrator. Dates of data collection must be indicated and should be similar to those of the D/D. Techniques of data analysis to be used for determining success of the program must be reported.

## GUIDELINES/SUGGESTIONS:

- This is the activity section of the proposal.
- Activities should be outlined "sequentially" to enable the reader to more clearly understand the "logical flow" of events.
- Activities described should be for the funding time period from July 1, 1988 through June 30, 1989.
- This section not only provides an overview of replication activities for the reader, but also should serve as a "road map" for staffs replicating the program during the pilot year.
- SED has developed some implementation guidebooks to assist replicators in successfully adopting/adapting validated programs.
- These publications (i.e.: the "Steps To Replication Management Matrix (STRM)" and the monograph, Adopting Validated Programs: A Replicator Guide provide a "sequential" list of activities/events that foster the success of the adoption process.
- In writing the "Implementation Plan" section of your proposal, use the recommended sequence of events outlined in these source documents.
- In your description of implementation activites, specify the dates for the projected activities to take place, as well as the principal "actions" involved. Among the activities that should be included are:

    a. Acquisition/ordering of materials/resources.

    b. Schedules for training by the D/D or Turnkey.

    c. Period of the actual pilot, specifying grade levels and buildings involved.

d. Pre and post-testing of the target group.

e. Provisions for data analysis and the writing/submission of final reports of the effectiveness of the adoption for applicable agencies: The replicating school(s), the district-at-large, the D/D and the SED funding agency.

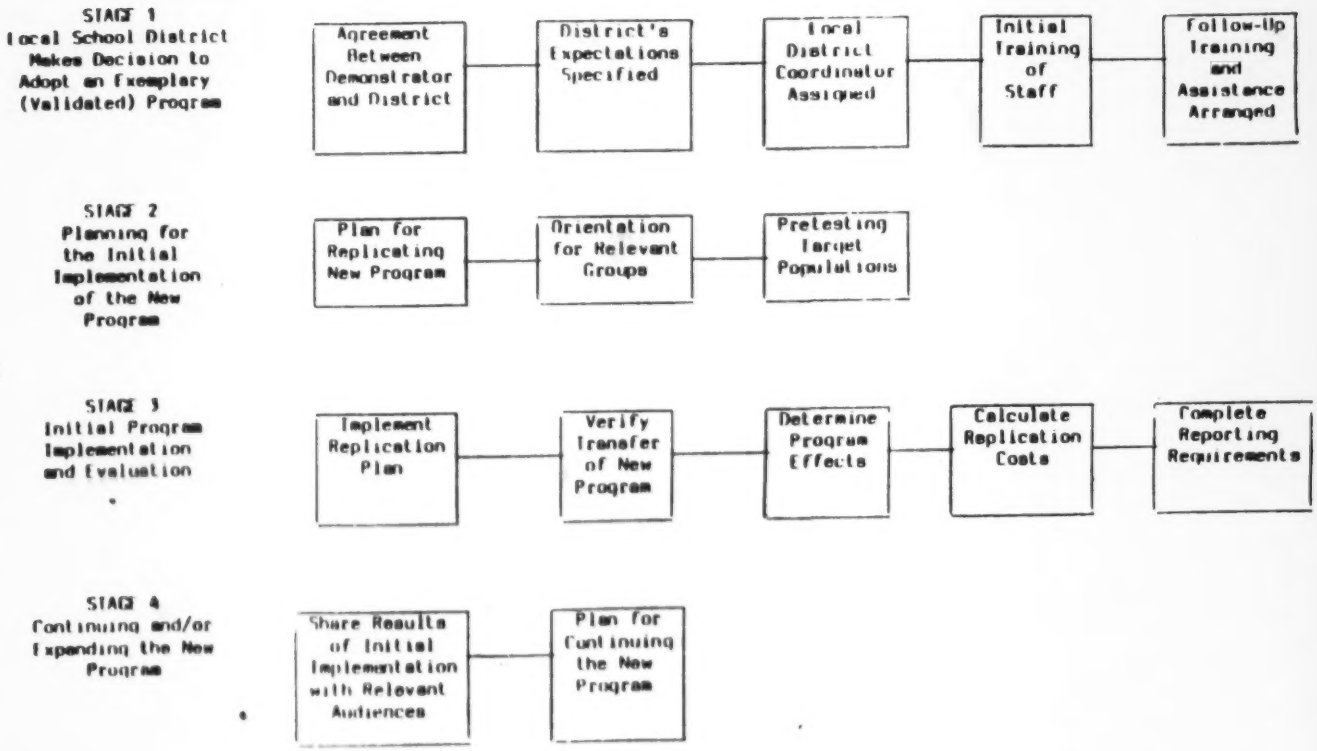
- Describe in this section specifically the numbers, grade levels, classrooms and teaching assignments of the teachers and/or students (as applicable) who will participate in the projected events. Such data will give the reader an indication of the "cost effectiveness" of the intended adoption.

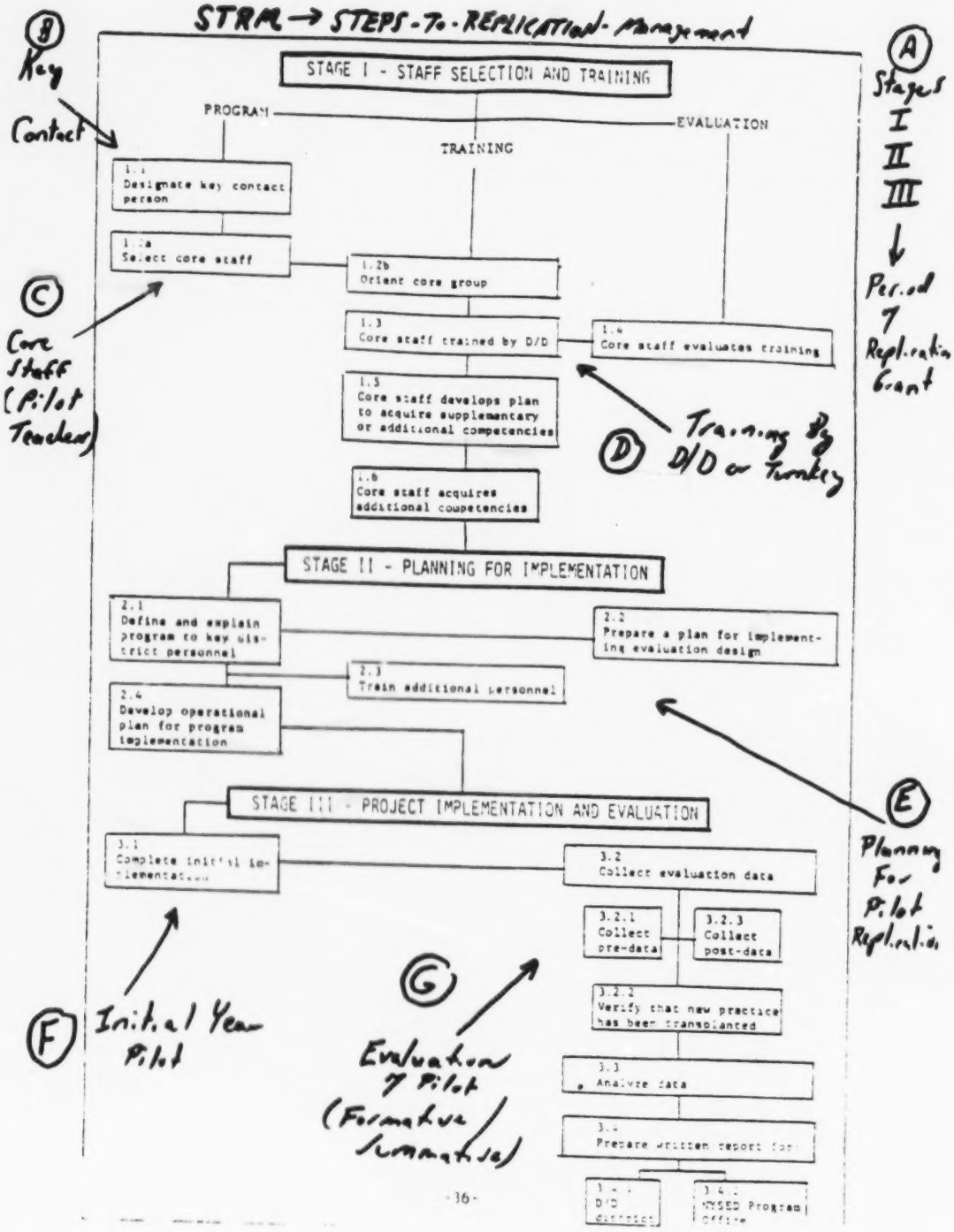
- In your narrative, describe how the districts administrative personnel will monitor and supervise the proposed adoption.

- Finally, describe the evaluation plan for assessing the success of the replication. Include both "formative" and "summative" evaluation techniques, specify the instruments used, and the dates for data collection, analysis and reporting.

- In delineating the evaluative techniques to be employed, remember your assessment procedures should coincide to the ones used/suggested by the D/D.

AN OVERVIEW OF THE STEPS TO REPLICATION MANAGEMENT


STAGE 1
Local School District Makes Decision to Adopt an Exemplary (Validated) Program
Agreement Between Demonstrator and District
District's Expectations Specified
Local District Coordinator Assigned
Initial Training of Staff
Follow-Up Training and Assistance Arranged
STAGE 2
Planning for the Initial Implementation of the New Program
Plan for Replicating New Program
Orientation for Relevant Groups
Pretesting Target Populations
STAGE 3
Initial Program Implementation and Evaluation
Implement Replication Plan
Verify Transfer of New Program
Determine Program Effects
Calculate Replication Costs
Complete Reporting Requirements
STAGE 4
Continuing and/or Expanding the New Program
Share Results of Initial Implementation with Relevant Audiences
Plan for Continuing the New Program


STRM → STEPS-To-REPLICATION-Management
(B) Key Contact
(A) Stages I II III → Period 7 Replication Grant
STAGE I - STAFF SELECTION AND TRAINING
PROGRAM
TRAINING
EVALUATION
1.1 Designate key contact person
1.2a Select core staff
1.2b Orient core group
1.3 Core staff trained by D/D
1.4 Core staff evaluates training
1.5 Core staff develops plan to acquire supplementary or additional competencies
1.6 Core staff acquires additional competencies
(C) Core Staff (Pilot Teacher)
(D) Training By D/D or Trainer
STAGE II - PLANNING FOR IMPLEMENTATION
2.1 Define and explain program to key district personnel
2.2 Prepare a plan for implementing evaluation design
2.3 Train additional personnel
2.4 Develop operational plan for program implementation
(E) Planning For Pilot Replicat.
STAGE III - PROJECT IMPLEMENTATION AND EVALUATION
3.1 Complete initial implementat...
3.2 Collect evaluation data
3.2.1 Collect pre-data
3.2.3 Collect post-data
3.2.2 Verify that new practice has been transplanted
3.3 Analyze data
3.4 Prepare written report for:
3.4.1 D/D district
3.4.2 NYSED Program Office
(F) Initial Year Pilot
(G) Evaluation of Pilot (Formative / Summative)



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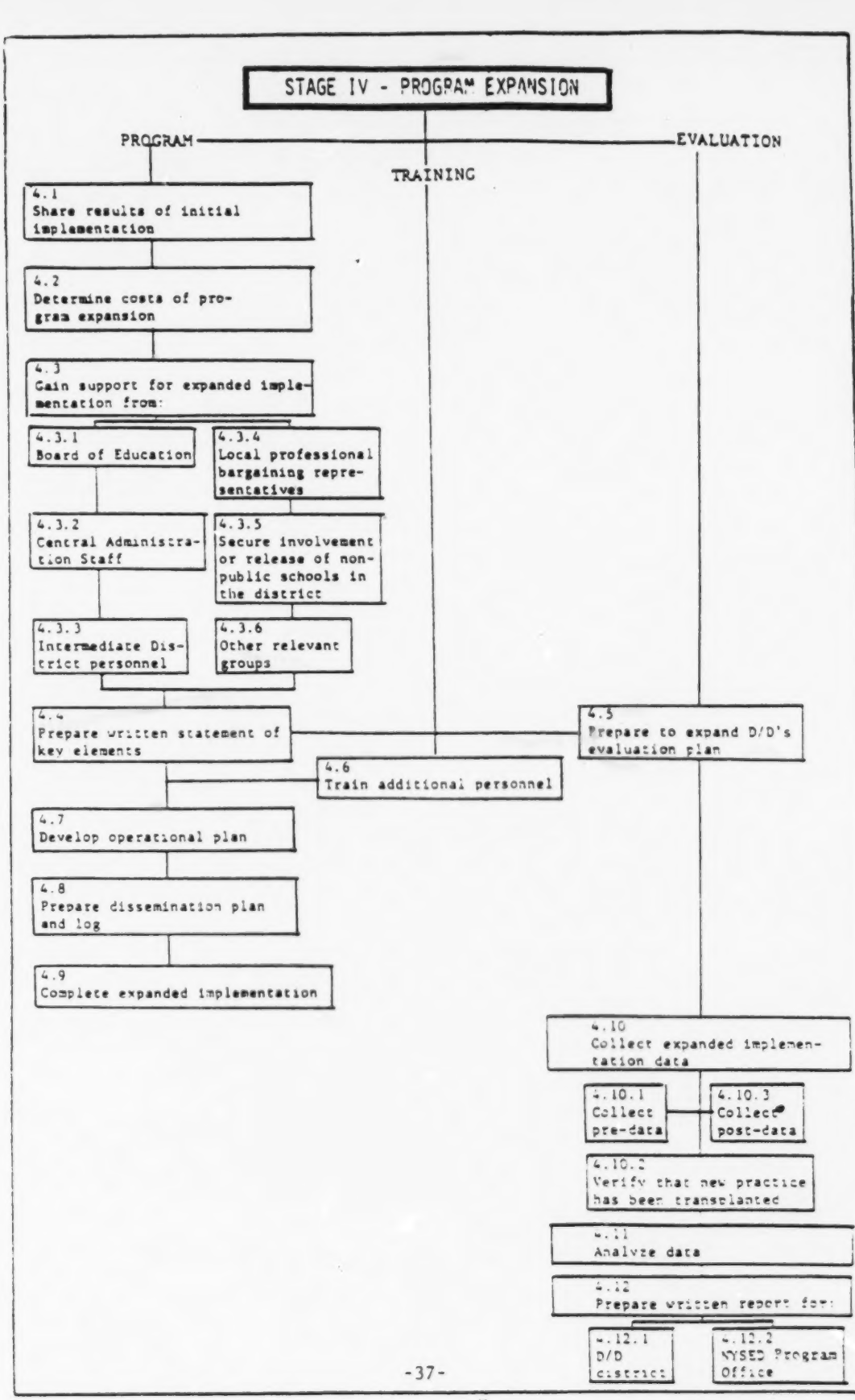
STAGE IV - PROGRAM EXPANSION
PROGRAM
TRAINING
EVALUATION
4.1 Share results of initial implementation
4.2 Determine costs of program expansion
4.3 Gain support for expanded implementation from:
4.3.1 Board of Education
4.3.2 Central Administration Staff
4.3.3 Intermediate District personnel
4.3.4 Local professional bargaining representatives
4.3.5 Secure involvement or release of non-public schools in the district
4.3.6 Other relevant groups
4.4 Prepare written statement of key elements
4.5 Prepare to expand D/D's evaluation plan
4.6 Train additional personnel
4.7 Develop operational plan
4.8 Prepare dissemination plan and log
4.9 Complete expanded implementation
4.10 Collect expanded implementation data
4.10.1 Collect pre-data
4.10.3 Collect post-data
4.10.2 Verify that new practice has been transplanted
4.11 Analyze data
4.12 Prepare written report for:
4.12.1 D/D district
4.12.2 NYSED Program Office

Stage III In Years After Grant Period ↓ Based On Program Success



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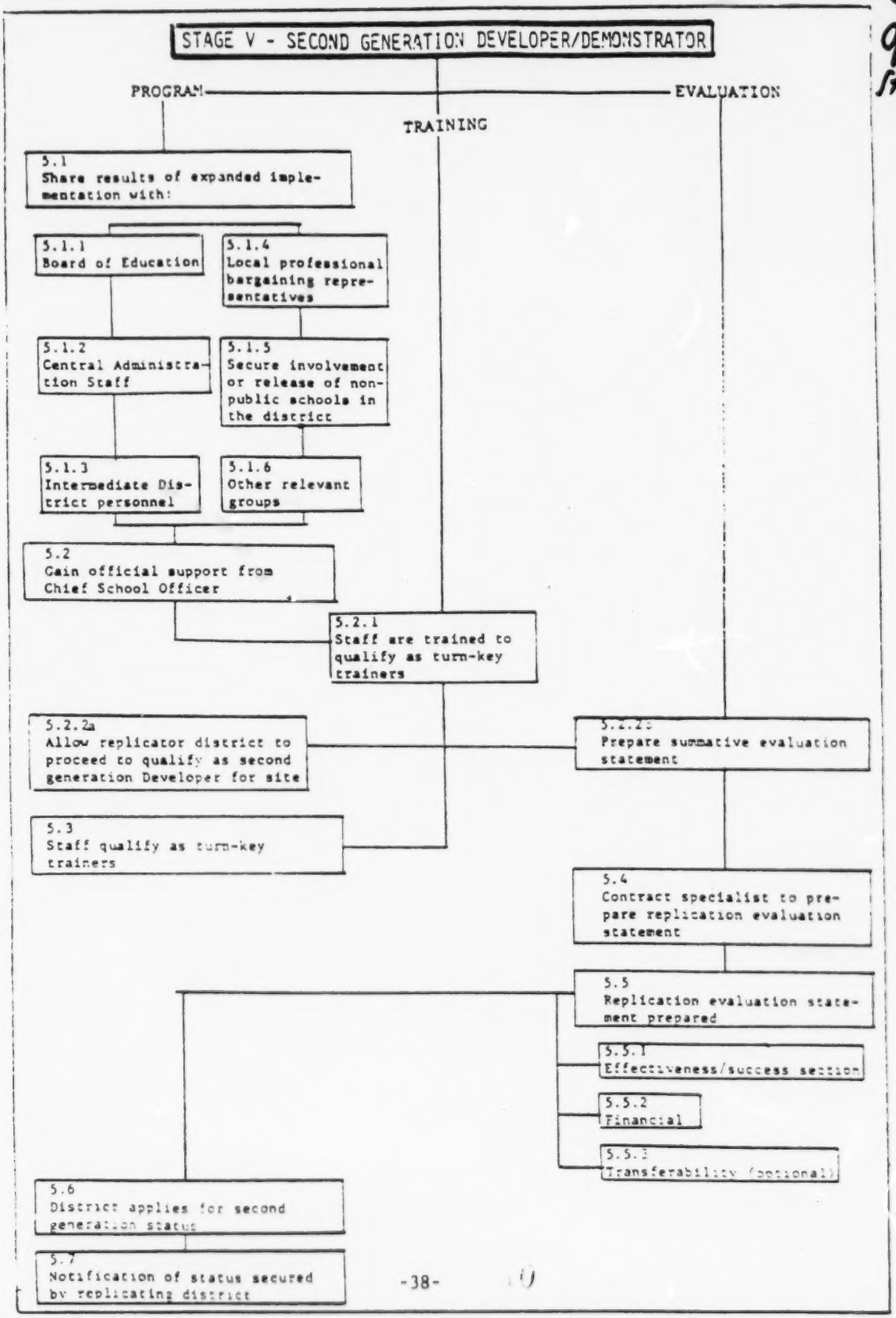
(I)
Optional Stage



## Implementation Plan

### Sequence of Events: March, 1987 - June, 1989

### Stage I: Staff Selection and Training
(March, 1987 - June, 1987)

A. Designation of Key Contact Person (March 1987)

As recommended in the STRM process, a primary event in the adoption was the selection of a Key Contact Person for the Central School District. ( , Director of Pupil Personnel Services). The role of the Key Contact Person is crucial in that he/she sets the stage for the adoption by serving as a liaison between the home district and "significant others" involved in successful replications, i.e. the Developer/Demonstrator (D/D), the State Facilitation Office Staff (Office of Federal Demonstration Programs), the Regional OEP Representative (now SCD Network Representative), identified Turn-Keys, and local support agencies (in this case American Lung Association, Onondaga County Health Department, Alcohol and Drug Abuse Prevention and Education Program.)

In carrying out her functions, Mrs. worked with the above groups in: learning about the program, defining specifics needed for a successful adoption, determining resource needs and revenue sources to make replication possible, orienting the District staff and administration to the project goals and objectives, serving as a local change agent helping to motivate district personnel to participate in the program and as a facilitator to the District planning process to encourage the staff to be responsive to the replication. (For greater specificity on the role of the Key Contact Person, please refer to the sequential time line of planning events summarized in Section 2.5 of this proposal, "Local Planning", p. 23).

B. Selection of Core Staff
(March, 1987 - April, 1987)

As discussed in the Local Planning section, planning event 32, p.37, the District identified a Core Staff of teachers to receive initial training and become the pilot group for the replication during the 1987-88 school year. Two teachers were selected from each grade level grades 2-6. It is the intent of the District to train the Core Staff in June of 1987 at the University Teacher Center Turn-Key site. Since "Growing Health" requires "separate" training for pilot teachers at each grade level, five certified Turn-Key trainers from the West Genesee School District will perform this function. These trainers have been designated by Ms. Gwen Yarger, University Teacher Center Coordinator. All designated Turn-Keys have been duly certified by the D/D

The Core Staff participating in this training will be instructed in the skills, concepts and understandings needed to pilot and evaluate the program during the coming school year, as well as be apprised of their roles, responsibilities and inter-relationships germaine to a successful adoption. They will learn in depth about the program, its scope and y

# LOCAL PLANNING
## (15 Percent)

**R.F.P.:**

Provide a description of the efforts to involve local administrators and teachers in planning this replication. Indicate when meetings were held, and the job titles of the participants at these planning meetings.

**GUIDELINES/SUGGESTIONS:**

- This section should reflect your district's efforts to involve a wide range of school personnel (e.g.: teachers, administrators, support personnel, etc.) in your planning efforts (i.e.: participative planning).

- The greater the degree of participation and meaningful interaction by varied segments of your district in the planning, the greater the rewards, in terms of commitment and ownership and ultimately the greater the chance of success for an effective adoption.

- This section should document all activities which took place in the pre-application period (i.e.: research, needs assessment/matching, attendance at awareness, planning meetings, contacts with the D/D, formal contracts with D/D, etc.

- Include:

  Who participated (Position, Title).

  What was accomplished.

  When (dates) the planning activities took place.

- All planning events should be outlined sequentially.

2.5 Local Planning

Planning for the consortia was multi-phased and involved a variety of participants at many levels. Since the FAST program requires three years of training to complete the sequences (FAST 1 through FAST 3), the planning chart below summarizes the most significant planning activities engaged in during this time period. The summary of planning events begins in 1984 when the FAST 1 component was initiated and ends in 1987, when the planning for instituting the final phase of the replication (FAST 3) was completed.

| Activity | Participants | Time Frame |
|---|---|---|
| 1. During the first semester of the 1984-85 school year, the science staffs of each replicator worked with administrative personnel on activities intended to develop and/or identify a science curriculum being used in each district.<br><br>As part of this process, these personnel attempted to assess how well their district correlated with the curricula the goals and objectives of the curricular strands of the New York State Science Syllabus. | Assistant Superintendent for Instruction, Science Teachers at the Intermediate Grade Levels, Science Supervisors/ Directors, Building Principals, OEP Representatives. | Sept.-Oct. 1984 |
| 2. To support this effort, the area OEP Representatives contacted key administrative personnel to assist in the search for alternate curricula. Among the sources analyzed was the publication, Educational Programs That Work. | OEP Representatives | October, 1984 |
| 3. Administrators and key personnel attended an NDN Awareness Workshop, jointly sponsored by the Central New York OEP Network, held on November 29, 1984 at the Community College | Area OEP Representatives, Key Administrative Personnel, Representative Science Teachers and the Developer/ Demonstrator | November, 1984 |

# COST SHARING
## (5 Percent)

R.F.P.:

Indicate the amount of local resources (or other resources) which will be used to supplement the grant this year and indicate how these resources will supplement the grant. This grant is intended to provide only start-up costs.

GUIDELINES/SUGGESTIONS:

- The State funding agency places a high priority on "cost sharing" (i.e.: concrete monetary and in-kind efforts to supplement grant "seed money" with local funds).

- The willingness of a district to "share" in the costs for adoption is indicative of a "high" degree of commitment to the program.

- In this section, describe cost sharing efforts by the district that will be used to supplement the grant.

- Examples of "cost sharing" might include monetary and in-kind expenditures for such activities as:

    a. Expenditures for revenues above/beyond those provided by the grant.

    b. Services of district administrative personnel in on-going monitoring and assessment activities related to the adoption.

    c. Sharing of training costs for additional personnel over the grant limit.

    d. Covering D/D travel/consultant/follow-up expenses with local revenues.

    e. In-kind teacher/staff time in implementing the project.

    f. Substitute costs for released time of pilot teachers to engage in planning during the period of trial adoption.

- Long term commitment can also be demonstrated by citing examples of pre-grant planning planning activities engaged in by your district, with local revenues (e.g.: released teacher time for planning/writing of proposal, expenditures for visitations to D/D or turnkey training sites, purchase of program materials/brochures for awareness, etc.).

## 2.6. Cost Sharing

The replication of Project FAST 3 will require a considerable investment of local resources. Among the costs to be borne locally are the following:

1. Laboratory Equipment and materials, specified for each adopting classroom by the D/D will be purchased through district funds. Grant funds will defray costs for training resources, FAST 3 textual materials, student record books, and laboratory demonstration resources. (For a complete breakdown of the equipment and supplies necessary to implement FAST 3, please refer to Table 1 on the pages that follow.)

2. Equipment and supplies to be used at the five-day training session at the College of the in , New York for August 17-21, 1987 (Table 2) *.

3. Pre-installation planning costs, following training, where target teachers will meet to assemble resources, develop FAST lesson plans, prepare scope and sequence time tables, and finalize agreements to facilitate smooth installation of the program at the District level.

4. Local monies will help defray the costs for meals for participants for the 9-day training session.

5. Substitute costs for follow-up planning during the course of the pilot year, 1987-88.

6. Staff salaries and fringe for pilot teachers implementing the FAST 3 model program.

7. Administrative in-kind expenses for program coordination and monitoring.

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* These resources will be contributed by the City School District (For a list of the materials needed for the training, please refer to the appended Table 2).

# OVERALL QUALITY OF PROPOSAL
## (5 Percent)

R.F.P.:

This represents an overall rating rather than a separate section of the narrative. It measures the completeness and thoroughness of application preparation including the internal integrity and cohesiveness within and among the various components of the proposal. Reviewers will be judging the degree to which the application provides evidence of sufficient planning to lead to a successful adoption of the validated program.

## GUIDELINES/SUGGESTIONS:

- This basically is a rating of the "overall" proposal quality, not a rating of the quality of a specific section.
- It is based on the readers/reviewers personal assessment on such aspects as:
    a. The internal integrity of the grant (i.e.: the degree in which all parts/components of the grant interrelate).
    b. How good a case has been made by the district relative to both degree of need and degree of documented commitment to the adoption.
    c. The overall thoroughness, comprehensiveness and clarity of the proposal as written.
    d. How well the proposal reflects such aspects as participative staff involvement and teacher/administrative receptivity and support for the professed goals/objectives of the proposal.
- While this reader rating is primarily "subjective", there is little doubt that the impact of the total proposal narrative influences the overall ranking of this section.

# THE EVALUATION PROCESS

## SOME GUIDELINES[1]

### PROGRAM EVALUATION PLANNING FORM

Program _____

Purpose(s) of Evaluation _____

Audience(s) for Evaluation Reports _____

| | |
|---|---|
| PROGRAM OBJECTIVES | What objective is being evaluated?<br>What is the goal or what are the need statements to which this objective relates?<br>Is this objective written in such a form that it can be measured?<br>Is the implied measure appropriate for the objective? |
| PROGRAM ACTIVITIES | What activities are central to the accomplishments of the objectives?<br>May these activities reasonably be expected to move participants towards the objectives?<br>What evidence is there that these activities are in progress?<br>Which activities should be monitored for process evaluation? |
| EVALUATION QUESTIONS | What questions must this design address, based upon the stated objectives and activities?<br>What information must this design be able to produce in order to answer these questions?<br>To what purposes of evaluation do these questions relate?<br>What information will the audience accept as evidence related to the purpose of the evaluation? |
| ASSESSMENT INSTRUMENTS | What kinds of assessment instruments will be most appropriate to secure the information required in the design? (Norm- or criterion-referenced tests, questionnaires, interviews, observations, rating scales, log sheets, or narrative reports?) |
| ADMINISTRATION DATES AND PERSONNEL | During what month or months should assessment take place?<br>Who would be the most appropriate person to collect the data?<br>Who is responsible for assigning personnel and dates? |
| DATA-ANALYSIS TECHNIQUES | What kinds of scores will be most useful in providing the information needed, as identified in the purpose and the design?<br>What kinds of data will be most appropriate?<br>Will outside help be required to do the required analysis? |
| MONITORING PROGRAM ACTIVITIES | What activities are central to the accomplishment of the objectives?<br>What information must be collected to accomplish the purposes of the evaluation? |
| MONITORING DATES AND PERSONNEL | Who will perform the monitoring function?<br>How frequently must the activities for this objective be monitored?<br>To whom should the monitoring be reported? |
| KEY REPORTING DATES | Who will be interviewed to ensure that reporting dates meet decision or user requirements?<br>Who will establish reporting deadlines? |
| WHO IS TO RECEIVE THE REPORT(S) | What different audiences will receive evaluation reports on this objective?<br>Have the questions identified by the audiences during the initial design step been addressed in the evaluation report?<br>Have the purposes of the evaluation been accomplished? |
| DETERMINING HOW THE DATA REPORTS WILL BE USED | What activities have been planned to ensure the most effective use of the evaluation reports? |

[1]Gitlitz, A, Mumeci, M. and Lachat, M., Developer Demonstrator Resource Packet. 1979. Albany, New York: New York State Education Department.

# BUDGET (FA-10)

## R.F.P.:

The budget should report detailed costs which will be supported from the grant. Expenses which can be included in applications for funding under this RFP are limited to start-up costs. They include stipends for training and curriculum development, substitute per diems, travel costs associated with training, staff development and instructional materials, employee benefits and indirect costs. Do not include clerical costs, administrative costs, rental of equipment or facilities, or telephone charges. In addition, the allowable expenditure for instructional materials may be no more than 40 percent of the grant award. Multi-district grants may include money for coordination.

## GUIDELINES/SUGGESTIONS:

- Please use the FA-10 budget form provided by the State for all budgetary requests.
- Budgetary requests should be limited to "start up" costs.
- The budget should be written for the time period July 1, 1988-June 30, 1989.
- All budget figures should be rounded off to the nearest dollar (e.g.: $925.55 would be rounded off to $926.00).
- The grand total of the budget should "not" exceed the grant range limits specified in the replication R.F.P.
- Proposed budgetary requests should be written on the FA-10 budget under the code categories and budget pages noted below:

  Code 15: Salaries for Professional Personnel (pg. 2)

  a. Stipends for staff/teacher trainees.

  b. Substitute teacher per diems to permit release of staff for training and/or curriculum development planning activities.

  Code 40: Purchased Services (pg. 3)

  a. Consultant costs for D/D or turnkey Trianer.

  Code 45: Supplies and Materials (pg. 3)

  a. Purchase of instructional evaluative and/or training materials needed to replicate the validated program.

  b. Requests for materials and resources are limited to 40 percent of the grant total.

  Code 46: Travel Expenses (pg. 3)

  a. Travel expenses for the D/D or Turnkey Trainer (e.g.: airfare, room, board, transportation, etc.).

  b. Travel expenses for teacher/staff trainees to receive training at a site other than the home district.

Code 80: Employer Contribution for Employee Benefits (pg. 4)

a. Fringe benefits for any of the above salary/stipend provisions (Fringe benefits for a replication generally relate to Social Security and Retirement only).

b. Rates to be used for these purposes should not exceed the state "maximum" allowances set by the SED Office of Educational Finance.

c. For these maximum rates, check with your business office.

- Costs that cannot be funded with replication money include expenditures for clerical services, administrative services, telephone charges, rental/purchase of equipment or facilities.

- Make sure that the Basic Project Information Box (pg. 1) and the blanks under Agency Name (i.e.: name of district replicating program), Federal Program (i.e.: State Funded Transferring Success Replication Grant) and Project Operation Dates (i.e.: July 1, 1988 to June 30, 1989) are filled in.

- After the FA-10 Budget is completed, make sure that your district's chief administrative officer signs and dates the budget in the boxed columns on page 1, entitled "Chief Administrator's Certification".

- It is important to understand that "only" expenditures specifically outlined on the FA-10 budget can be reimbursed by the State.

- In addition, any purchase orders, encumberances or expenditures made before or after the funding period dates (i.e.: July 1, 1988-June 30, 1989) will not be reimbursable/covered by the replication grant.

PURCHASED SERVICES: Code 40 - List all services to be purchased, including consultants, rentals, and contracted services. Copies of all contracts should be submitted to the Bureau of Federally Aided Programs. Do not include BOCES contracts here; see page 4.

| Description of Item | Provider of Services | Calculation of Cost | Proposed Expenditure |
|---|---|---|---|
| a. Luncheon for FAST 3 Teachers, D/D Training Staff and Regional SCD/N Facilitators at Follow-Up Technical Assistance Workshop in Winter or Spring 1988. | To Be Identified | 15 Lunch/$7 per lunch | a. $ 105.00 |
| b. Training Fee for D/D to provide training and follow-up services. | b. Staff of Project FAST Dissemination Project: University of Hawaii | b. $1,200 (fixed fee) | b. $ 1,200.00 |
| Subtotal - Purchased Services | | 40 | $ 1,305.00 |

SUPPLIES AND MATERIALS: Code 45 - Costs eligible for reimbursement under school nutrition programs will not be reimbursed.

| General Description of Item | Quantity | Unit Cost | Proposed Expenditure |
|---|---|---|---|
| FAST 3 resources for training and implementation ( includes training manuals, scope and sequence charts, student record books, evaluative handbooks, FAST classroom reference sets, simulation, games, charts, testing instruments, etc.) | Varies | Varies | $ 3,920.00 |
| Subtotal - Supplies and Materials | | 45 | $ 3,920.00 |

TRAVEL EXPENSES: Code 46 - Include pupil transportation, and travel of staff between instructional sites and to conferences. A specified mileage rate should be given for travel by personal car or school-owned bus. Form FA-60 "Travel Description Form" may be submitted to secure the necessary prior approval for out-of-state travel.

| Position of Traveler | Destination & Purpose | Calculation of Cost | Proposed Expenditure |
|---|---|---|---|
| FAST 3 Pilot Teachers | Travel to receive 5 days of training from home schools to training site in Canandaigua, New York | 11 Teachers/ 100 Miles per day RT/5 Days/ .20 per mile | $ 1,100.00 |
| Subtotal - Travel Expenses | | 46 | $ 1,100.00 |

* See attached cost worksheet from D/D



BEST COPY AVAILABLE

## Finally, Some Helpful Hints:

A. Do not write by "committee"; rather select one or two individuals from the planning group to complete the actual document.

B. Make sure the proposal directly responds to the questions posed in the RFP and complies with the funding agency's specifications.

C. Have "objective" individuals not involved in the planning react and critique the proposal draft to see if the document "communicates".

D. Write with clarity and avoid "jargon".

E. Make sure the proposal is internally consistent and that need statements, objectives and activities, etc. clearly relate.

F. Don't overload the body of the proposal. Be concise. Use appendices for pertinent supporting data, if needed.

G. Show a clear relationship between budget items and projected activities.

# THE PROPOSAL RATING PROCESS

- A minimum of two readers will read and rate the proposals.

- A rating scale will be used by the readers to assess such factors as:

  A. Overall quality and comprehensiveness of the grant.

  B. Degree of need demonstrated.

  C. Evidence of local district commitment to the replication.

  D. Relative size and cost effectiveness of the proposed adoption.

  E. Responsiveness to the questions/considerations posed in the Request for Proposal (RFP).

  F. Scope of district efforts to support the adoption with local resources and to engage in planning activities that would enhance the chances for a successful adoption.

  G. Special considerations that effect funding priority (e.g.: CAR identified schools, piloting program in 1988-89 school year, etc.).

- Grant awards will be primarily based on reader ratings, with those proposals with the highest ratings receiving funding. Geographic distribution, however, will be "weighed" in the final decision-making process.

2.4 Implementation Plan (0-35)

(a) Plan contains all major activities with dates of completion (0-7) _____

(b) Plan indicates a completion of the pilot test this year (0-3) _____

(c) Plan indicates how building principals will monitor and supervise project activities in their respective buildings (0-5) _____

(d) Number of teachers affected is cost-effective (see page TSP-2) (0-5) _____

(e) Staff assignments are indicated (0-2) _____

(f) Number of students affected is cost-effective (see page TSP-2) (0-5) _____

(g) Names of instruments to be used for evaluating the program are given (0-2) _____

(h) The instruments are comparable to those used by the D/D (0-2) _____

(i) Dates of data collection are similar to D/D (0-2) _____

(j) Techniques of data analysis are appropriate (0-2) _____

2.5 Local Planning (0-15)

(a) An appropriate number of appropriate teachers were involved in planning this replication (0-10) _____

(b) An appropriate number of appropriate administrators were involved in planning this replication (0-5) _____

2.6 Cost Sharing

(a) Cost sharing shows high priority for program (0-3) _____

(b) Cost sharing is reasonable for each category indicated (0-2) _____

2.7 Overall Quality (0-5) _____

Total _____

# SOME FINAL COMMENTS

Since many proposals are either rejected or given low ratings because of technical considerations, it is absolutely essential, prior to submitting your grant, to review the final proposal package for format, comprehensiveness and completeness.

In these respects, check your proposal packet to determine if:

A. The grant "will" be received by the "due date". Remember, submission deadlines are rigid!

B. The right number of copies is forwarded to the "funding agency".

C. Original signatures of your Chief School Administrator are provided as applicable.

D. All questions and sections of the grant/budget forms are completed.

E. Funds requested in the budget are not in "excess" of the grant limits.

F. Only "approved" expenditures are requested in the proposal.

G. The proposal has been proofread and corrections/revisions have been made as needed.

H. The correct number of copies has been forwarded to the funding agency.

I. The document's pagination was checked to make sure all proposal pages are included in the proper order in the grant package.

J. Page limits for the proposal are not exceeded.

## KEY WORD GLOSSARY

## THE TRANSFERRING SUCCESS PROCESS

## SOME TECHNICAL TERMS

ADAPTION

Modification of a validated program by the replicator to better correspond to a district's local needs and conditions. In adapting a program, one must retain at the very least the central core elements (essential features) of the program.

Adaptations should be made only after securing agreement from the Developer/Demonstrator.

ADOPTION

An initial stage of the diffusion process where the adopting district decides to pilot and utilize the model program on a "trial" basis.

ADOPTION AGREEMENT

A signed written contract between the replicating district and the Developer/District (D/D), specifying the respective roles, obligations and responsibilities of each partner in transferring an educational program from its originating site to one or more adopting sites.

AWARENESS

Knowledge on the part of a potential user (school district) of a program, product, or practice.

AWARENESS CONFERENCE/WORKSHOP

A large- or small-group activity where representatives of exemplary programs present information and respond to inquiries from potential adopters about innovative processes and/or products.

AWARENESS MATERIALS

Brochures or flyers that describe key features of a program to arouse interest among intended audiences.

CHANGE AGENT

A critical stimulus for the planning and implementation of improvement-oriented change; usually used to describe a person who assumes a major role in the change efforts (either within an institution of which he/she is a member or within another institution with which he/she interacts).

DEMONSTRATION SITE

A location open to visitors at specific times to enable potential adopters to observe an exemplary program in use and talk with trained staff knowledgeable about its implementation and utilization.

DEVELOPER/DEMONSTRATOR (D/D)

The original developer of the validated program, with responsibility to: provide materials, demonstrations, training, and technical assistance to school districts interested in replicating the program.

DIFFUSION

The transfer and installation of validated educational programs, from development sites to adoptor sites, to help school districts in the solution of pressing educational concerns. The diffusion process is viewed as a continuum spanning a full spectrum of activities from initial awareness through institutionalization of the promising practices.

DISSEMINATION

The spread or sharing of information, materials, knowledge, or ideas about the innovation or program.

ESSENTIAL FEATURES

Those core or irreducible elements that are both necessary and sufficient for a given program or innovation. These elements set the innovation apart from others and must be present in any adoption or adaption.

EXEMPLARY PRACTICE

A model educational program that has been "validated" as exemplary in that the innovation:

1. is viewed by practitioners as needed and worth initiating;
2. is successful/effective;
3. is exportable;
4. is reasonable in cost, time, and personnel required for implementation; and
5. has been systematically documented.

IMPLEMENTATION

A major stage in the replication process, where school districts

install the validated program in an existing organizational setting, and utilize the innovation to effect actual changes in behaviors and practices.

INFUSION

The process of gradually obtaining organizational consent and involvement from all concerned decision-makers in a replicating district of a validated program.

INSTITUTIONALIZATION

The ultimate goal of the "transferring success" process; the point at which the innovative program loses its "special" status and becomes an integral component of the adopting district's curriculum/operations.

JOINT DISSEMINATION REVIEW PANEL (JDRP)

The national review board, housed in Washington consisting of representatives of the Department of Education and the National Institute of Education (NIE), which formally grants "validation" to exemplary programs.

LINKER, LINKING AGENT

A person whose function is to connect disparate individuals, groups, or institutions; especially an agent who connects local, intermediate, and state education agencies to information systems, specialities, and other resources and helps to solve client problems.

"NDN PROGRAMS THAT WORK" AND "NEW YORK STATE PROGRAMS THAT WORK"

Annually updated reference catalogs, prepared by the National Dissemination Study Group and the New York State Office of Demonstration Programs respectively, providing information on exemplary validated programs that can be considered for replication.

NATIONAL DIFFUSION NETWORK (NDN)

A network of "change agents" established by the Office of Education in 1974, pooling the talents of representatives from the federal government, state education departments and intermediate agencies, for the expressed purpose of helping school districts to adopt validated programs, of demonstrated effectiveness, to help meet education needs. The primary goal of the Network is to promote the sharing of promising educational solutions nation-wide without resorting to "reinventing the wheel".

ON-SITE TRAINING

A structured learning experience for school staffs at the adopting site where they acquire new skills, attitudes, and knowledge that will enable them to implement and use a new program or process.

REGIONAL CHANGE AGENTS

In New York State, representatives of the major BOCES and/or the five large city school districts, who assist districts in facilitating the replication process. In this capacity, these agents may schedule awareness sessions, assist in grant development, program monitoring, etc.

REPLICATION

The process of adopting and/or adapting the key elements of a validated program to resolve a specific educational need and/or priority.

STRM (STEPS TO REPLICATION MANAGEMENT)

A multi-stage process, developed and endorsed by the New York State Education Office of Demonstration Programs, designed t: provide replicators with the information and procedures necessary to increase the likelihood that exemplary validatec practices/programs will be adopted successfully by public/non-public schools throughout the State.

SEED MONEY

"Start-up" funds to assist districts in the initial stages of replicating a validated program. Traditionally, these funds cover such activities as: training the core staff, piloting the program, acquiring the basic resources for implementing the program, and securing D/D or turn-key services for training and technical assistance.

STATE FACILITATOR

State Education Department personnel who support the "transferring success" process, as a change agent in the National Diffusion Network. As such, the State Facilitator provides a link between the Developers (with their innovations) and school systems replicating the program.

In New York State, personnel of the State Education Department Office of Federal Demonstration Programs serve in this capacity (Telephone number (518) 474-2380).

TECHNICAL ASSISTANCE

External advice, service, and expert help provided to the

replicating district to assist them in successful adoption/ adaption of a validated program.

TURN-KEY TRAINER

A person, not on the staff of the Developer/Demonstrator District, who has been officially certified by the D/D as possessing the qualifications to conduct training and provide technical assistance for districts adopting validated programs.

TRANSFERRING SUCCESS (Sharing Successful Practices)

The "motto" of the National Diffusion Network, which advocates the promotion and transfer of exemplary practices to aid school districts throughout the nation in addressing and resolving common educational concerns.

USER-CLIENT

A person or agency that adopts the validated model (i.e.: the consumer).

VALIDATION

Formal endorsement by the National Diffusion Network or New York State Education Department that a program/innovation has been certified as a model (exemplary) innovation; based on substantive evidence that the program is statistically and/or educationally significant, is readily transferable to school sites throughout the nation, and has high potential for replication. By definition, "validation" is a process to verify, by rigorous review of statistical and other demonstrable evidence, the exemplariness of an educational practice.